



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2018 NOV 12 PM 3:28
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature Digitally signed by Susan forthman
Date: 2018.10.29 12:19:21 -0500

Date

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Bridge City ISD needs certified, high quality special education teachers. Each open position for 2018-2019 had only 1 applicant. Our 2017 special education determination status is "Needs Intervention".	During the recruiting process for the Grow Your Own Grant, Bridge City ISD will specifically emphasize recruitment for teachers who will pursue certification in special education. Selecting excellent candidates from within, mentoring and training them, and retaining them will provide long-term program improvement.
Bridge City ISD needs to increase certified staff for a projected increased enrollment of 500 students in the next 5 years due to expansion of local petrochemical plants, particularly in the areas of math and science.	Implementation of the Grow Your Own Grant will create a sustainable pipeline of candidates from within our district. We will specifically recruit those willing to obtain certification in math and science. Recruiting from within the district will improve retention as these staff members already live and work in our community.
Bridge City High School needs to enhance and refine our ETC program to increase enrollment and focus on excellent future teachers in math, science, PK, and special education - continually areas of need.	Recruitment and program execution efforts for ETC program will be ramped up and will focus on specific populations of students with the capacity to excel in the fields of math and science, early childhood, and serving students with special needs, creating a sustainable pipeline of future teachers.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In order to address the needs identified through our needs assessment process, Bridge City ISD has committed to the following SMART goal:

By the end of the 2019-2020 school year, 1 team member in Bridge City ISD will be certified by the Texas State Board of Educator Certification, enabling him/her to fill a high-need teaching vacancy, and by the end of the 2020-2021 school year, 5 team members who are representative of student demographics in Bridge City ISD will complete a B.A. and will be certified by the Texas State Board of Educator Certification, enabling them to fill high need teaching vacancies.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Bridge City ISD will enter into an MOU in partnership with an IHE to provide degree completion and certification for 6 teacher candidates within the two-year period required by the grant program. Support for candidates from the district and the University is specifically articulated.

Bridge City ISD will finalize recruitment of candidates who exemplify established criteria and enter into an MOU with candidates who commit to complete their degrees and certification within the two-year period required by the grant and remain in Bridge City to teach for a minimum of 4-years. Support provided for candidates from the district and the IHE is specifically articulated.

Bridge City High School will actively recruit students who exemplify established criteria to enroll in each of the courses offered in the Education and Training sequence.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

6 teacher candidates in Bridge City ISD will enroll in the IHE providing degree completion and certification for 5 and certification only for 1. Orientation and support networks will be established.

A kick-off event will be held for students enrolled in the Bridge City ISD Education and Training program and their parents to highlight the advantages of a teaching career, colleges that provide exemplary programs in education, and field experience opportunities. Emphasis will be placed on certification in special ed., math, science, and early childhood. High performing mentors who excel in supporting their colleagues will be selected for the teacher candidates. A mentor-teacher kick-off event will be held. Dedicated time for mentors and teachers to meet and conduct planning/observations will be established.

Third-Quarter Benchmark

5 teacher candidates will begin the program to complete their degrees and certification and 1 teacher to complete his/her certification with articulated support from the district, the IHE, mentor teachers, and administration.

Students enrolled in the Bridge City ISD Education and Training coherent sequence of courses will begin preparation to participate in at least one TAFE activity or event.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The project evaluation will be defined, published, scheduled, and presented to all stakeholders before implementation of the program and will emphasize systems that provide a continuous flow of participant and Bridge City ISD/IHE team feedback systems in addition to collection and analysis of quantitative data. The primary purpose of the feedback loop will be to provide just-in-time modifications to the program and/or individual participant supports to continually improve the achievement of the program goals and objectives.

The Assistant Superintendent will serve as the project director and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with the cabinet/principals. The Assistant Superintendent will also serve as the liaison with the IHE. The support team comprised of Bridge City ISD district and campus leadership and IHE program staff will meet quarterly to review progress and program effectiveness. The IHE contact will submit data regarding participant progress quarterly.

A high priority of the evaluation efforts, in addition to ensuring participant success, will be to continuously refine the program so that it can be implemented beyond the life of the grant to create a sustainable pipeline of high-quality, internal campus administrators to fill current and future campus leadership positions. This is a shared goal for the Board and district leadership who will hold each other accountable for execution and results.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.

- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.

- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and

- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The Bridge City ISD plan for recruitment and selection of the teachers who will teach the Education and Training Courses was designed to ensure focus on selecting the most successful, motivated, and motivational teacher participants who have:

- Demonstrated success in the classroom, evidenced by student achievement and evaluations.
- Demonstrated passion for the teaching profession.
- Demonstrated commitment and enthusiasm for sponsoring an Education and Training CTSO and previous, successful experience leading student activities/organizations.
- Recommendations from principals and colleagues.
- good standing with the human resources department.
- Diversity reflecting that of student population
- Experience and training in supervising student work-based experiences and participation in professional development on best practices prior in doing so.
- Positive relationships with students.
- Agreed to enter into an MOU with the district to commit to remaining in the district for at least 4 years after receiving the stipend.

Supports that will be provided to Pathway 1 candidates include:

- Access to high quality professional development including that provided by state CTE organizations and the ESC 5 service center.
- Opportunities to collaborate with colleagues doing the same work in high schools and in post-secondary Educator Preparation Programs.
- Sufficient time and resources to plan, organize, coach, and monitor student field experiences.
- Sufficient time and resources to recruit and retain students in the program.
- Sufficient time and resources to participate in CTSO activities.
- Recognition for efforts and successes in the program.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Bridge City ISD teacher candidates are being recruited and selected through the following process:

1. Collaborative effort among district and campus leadership to identify the characteristics that exemplify teaching excellence and translation of these characteristics to Grow Your Own participant criteria.
2. Campus informational meetings.
3. Distribution and submittal of interest forms by candidates.
4. Design of interview questions and interview evaluation rubric/key "look fors".
5. Establishment of interview committee.
6. Interview interested applicants and select candidates who will begin their degree/certification in 2019-2020.
7. Follow up with candidates not selected to create growth plan to prepare them to participate in future years.

The following criteria is being used for selection of candidates:

- Demonstrated success in current position including evaluations/recommendations.
- GPA of at least so far 3.0 in undergraduate program.
- Demonstrated evidence of a commitment to continuous improvement through professional development and colleague/supervisor observation and feedback.
- Successful participation in school activities.
- Strong relationships with colleagues, supervisors, students, parents, and staff.
- Commitment to complete the bachelor's degree and certification within the time allotted by the grant.
- Demographics representative of the student population.
- Commitment to the district's vision, mission, and goals.
- Commitment to achieve certification in a high need area: math, science, special education, or early childhood.

Supports that will be provided to Pathway 2 candidates include:

- Flexible coursework available through online courses.
- Classes taught as a cohort on-site at a school in an ISD in close proximity.
- Ongoing opportunities for job-embedded application of coursework.
- Support team consisting of IHE field experience supervisor, district field experience supervisor, mentor teacher, and principal.
- Opportunities to participate in professional development with in-service teachers.
- Clinical teaching assignment(s).
- Ongoing mentorship, coaching, and support that extends beyond the life of the grant.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
Total Request for Pathway 1			17,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	1	X \$5,500 =	5,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	55,000
Request for Pathway 2			60,500
Request for Pathway 1			17,000
Total Combined Request for Pathways 1 & 2			77,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Stipends for ETC Teachers	10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Materials for ETC Courses and CTSO Participation	3,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel for Pathway 1 and 2 Participants	4,000
Tuition for IHE/EPP Participants	58,508
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.

The plan must include strategies to increase enrollment in each course each year.

The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Bridge City ISD currently offers the following courses in the Education and Training Program:

Principles of Human Services
Instructional Practices
Practicum in Education and Training

This program is enhanced through active participation in Texas Association of Future Educators (TAFE) which enables students and teachers to build professional relationships to support their studies and careers, in addition to connecting their studies with real world experiences and increasing their motivation to commit to the teaching profession. Currently, 20 Bridge City High School students participate actively in TAFE. The number of students participating in TAFE and the level of engagement will increase following enhanced recruitment efforts and participation in competition.

Bridge City High School will improve recruitment efforts for the Education and Training program through peer presentations for students, 8th grade orientation sessions, parent meetings, four-year planning with counselors, career inventories, career fairs, and career-counseling. Counselors will receive increased training in the ETC program goals and benefits and resources to promote the program. Math and Science teachers will identify and assist in recruiting students with strengths in those areas.

The teachers of the ETC courses have been recruited based on demonstrated success in the classroom and passion for the profession. They have positive relationships with their students and are enthusiastic about sponsoring TAFE and about sharing the joys and rewards of their profession. Grant funds will support the Education and Training courses and the TAFE chapter by supplementing classroom materials and funding costs for students to participate in TAFE events and competitions.

The Bridge City ISD Assistant Superintendent for Curriculum and Instruction will provide additional support for the teachers in the implementation of their courses and will also do so for increasing and enhancing participation in the TAFE chapter, including increased access to professional development and coordination of funds.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

The plan must include marketing and recruitment strategies to increase student interest and persistence.

The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Bridge City ISD will actively recruit students, specifically targeting students who meet the following criteria:

Excellence in math and science performance.

- Interest in and aptitude for the field of education as demonstrated through a career interest inventory administered to all students in the 8th grade, career counseling sessions, and development of four or six-year plans with parents and counselors.
- Enthusiasm for the profession of teaching.
- Demonstrated compatibility with a field in public service including working with students with special needs.
- Priority will be given to recruiting students in the top quartile of their class and/or who represent the demographic most under-represented in our current teaching force.

Marketing and recruitment strategies will include classroom presentations, 8th grade career pathway events, parent presentations, four-year planning with counselors, career fairs, teacher recommendations, and career-counseling.

District and campus leadership and staff will motivate students to enter and persist in the Education and Training courses by ensuring that the program has excellent teachers, adequate resources to be a flagship program in the district, valuable and authentic field experiences for students with a web of support to succeed, and by constantly celebrating teachers, future teachers, and the teaching profession. Support of active participation in the CTSO and work-based experiences will also provide motivational experiences to students to encourage them to persist.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.

The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

N/A

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

10

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.

The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

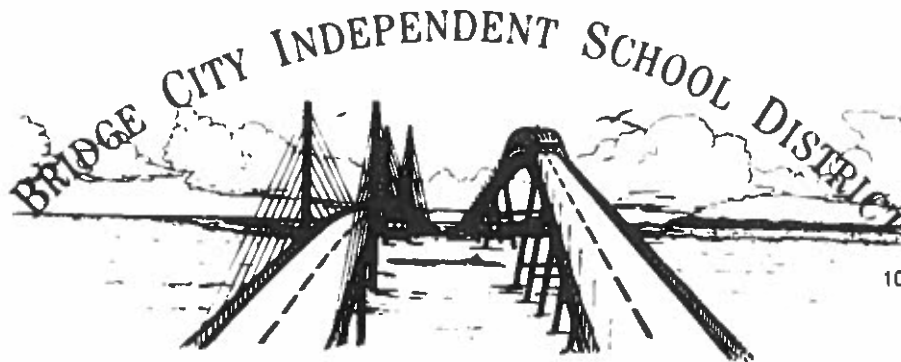
Bridge City ISD will partner with an Educator Preparation Program that is an IHE so will enable our candidates to complete their degrees and certification concurrently within the 2-year timeline of the grant or complete only a certification if already degreed. The IHE provides a program with proven success demonstrated by the quality of teachers currently in the district who have graduated from previous cohorts.

The Bridge City ISD Grow Your Own Participants will form a cohort with participants with one other district in their geographical area. Since each candidate – driven by personalized review of their transcripts and the requirements for area of certification sought - will need some different courses/schedules, many courses will be offered online with flexible scheduling. However, selected courses will be taken as a cohort, and taught face to face at a school in the neighboring district in order to ensure:

1. personalization of learning to student and district needs;
2. consistent collaboration among the professor, mentor teachers, and field supervisors;
3. authentic and on-going job-embedded coaching;
4. easy access in terms of schedule and location; and
5. consistent supports to encourage persistence and sustainability.

In addition, district leaders and support staff will collaborate with the support team to ensure that mentors have sufficient time to coach the participants, successes are celebrated, participants are offered the same opportunities as in-service teachers for district professional development in their area of certification/need, and job responsibilities align with the opportunities for participants to practice what they are learning.

Pedagogy courses taught by the IHE, including clinical teaching, will include job-embedded training through a cohort model. Candidates will be assigned a university field mentor and on-site field mentor who work with students throughout the course in collaboration with the course instructor to ensure that content is directly applied. In addition, the field supervisor provides encouragement and oversight for sustainability of candidates.



TODD LINTZEN
SUPERINTENDENT

1031 WEST ROUND BUNCH
BRIDGE CITY, TX 77611
(409) 735-1502
FAX (409) 735-1512

October 31, 2018

Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495

To Whom It May Concern:

The Bridge City Independent School District Board of Trustees enthusiastically supports our school district's participation in the 2019-2021 Grow Your Own Grant Program. Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to support current Bridge City ISD team members to obtain their teaching certification is consistent with our Board Goals and the needs of our school district. The staff who are selected for participation in this opportunity will have a demonstrated commitment to our vision for our school district and our community in addition to proven excellence in serving our students.

The Bridge City Independent School District Board of Trustees will assist efforts to implement this program and to sustain it over time. We are excited to expand our current Education and Training Career and Technology Education Program in order to prepare our students for college and careers in teaching as this will create a sustainable pipeline of locally-grown teachers for our schools.

Thank you for offering this opportunity to the students and staff members of Bridge City ISD.

Sincerely,

Michael C. Johnson, President
Bridge City ISD Board of Trustees

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

N/A

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

▼

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

▼

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

▼

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

▼

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

▼

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____